Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #	
Big Sandy ISD		187901	Big Sandy ISD			

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	6		

Mailing address	City	State	ZIP Code
P O Box 188	Dallardsville	TX	77332

Primary Contact

First name	M.I.	Last name	Title
Susan	D	Holbrook	Superintendent

Telephone #	Email address	FAX #
936-563-1002	sholbrook@bigsandyisd.net	936-563-1010

Secondary Contact

First name	M.I.	Last name	Title
Susan	F	Crawford	Technology Director

Telephone #	Email address	FAX #
936-563-1012	scrawford@bigsandyisd.net	936-563-1026

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Susan	D	Holbrook	Superintendent
Telephone #	Email address		FAX #
936-563-1002	sholbrook@bigsandyisd.net		936-563-1010

Signature (blue ink preferred)   Date signed

Signature: Dianne Holbrook   5/13/14

Only the legally responsible party may sign this application.

701-14-107-196

Schedule #1—General Information (cont.)

County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Big Sandy Independent School District (BSISD) is a small, rural district serving a total population of 525 students. The District resides in close proximity to the Alabama Coushatta Tribe and provides education to the tribe's students. The number of American Indian students served by BSISD is approximately 28% of our total student population and is the largest sub-pop. The free and reduced lunch rate for the district is 43%. This isolation of the district, combined with the economics of the area, restricts student educational resources, staff development, and community growth. It is a 28 mile drive one way to the nearest library, found in Livingston. Due to the District's remote location and limited resources, we are unable to transport students to locations which would enhance their cultural and intellectual growth but adding to the BSISD technology through the Technology Lending Grant would provide each student with a way to broaden their perspectives beyond geographical and economic limitations.

BSISD's District goal is to promote in all students a strong sense of academic achievement, positive self-image, and a desire to become responsible, productive citizens in our ever-changing society. In order to achieve this goal, BSISD must produce 21st Century leaners that can think critically, problem solve and collaborate while using technology as an effective tool.

Research literature throughout the past decade has shown that technology can enhance literacy development, impact language acquisition, provide greater access to information, support learning, motivate students, and enhance their self-esteem (ACT, 2004; CEO Forum, 2001; Boster et al., 2004; Mann et al., 1999; Tracey & Young, 2006; WestEd, 2002). Indeed, researchers have affirmed that computer technology provides many opportunities for students to build or modify their personal knowledge through the rich experiences that technology affords. The National Council of Teachers of Mathematics states "It is essential that teachers and students have regular access to technologies that support and advance mathematical sense making, reasoning, problem solving, and communication. Effective teachers optimize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics".

BSISD was able to purchase a limited number of laptops which were piloted with our high school students. The students used the laptops to access Renaissance Learning in Reading and Math, Project Share, conduct research, access dual credit and credit recovery classes. BSISD chose Renaissance Learning as the foundational electronic content in the District due to the research on its usage in elevating reading and math scores. The BSISD high school students also learned web page design through a online webmaster program .The results achieved were very positive, we had 8 students enrolled in the web mastering class. Students learned GIMP photo manipulation, HTML 5 web page coding and basic web design techniques and design principles.

With funds secured through the Technology Lending Grant, BSISD will expand its current lending program down to our fourth and fifth grade students. Our 2012-2013 Academic Performance Report data shows that these grade levels are performing under State averages in Reading and Math. Our largest sub-pop results, American Indian, are below district results by 23 points. We must elevate our Reading and Math scores for all students in these grade levels with additional emphasis on our American Indian population.

If BSISD can provide a student laptop for home usage, we will be able to continue these powerful learning strategies after the school day. This would encouraging students to use Accelerated Reader and Math electronic content, write papers, combine articles and readings to complete upper level processing by having a computer available at home and at school. Free student access to on-line math videos through Khan Academy will also be encouraged by teachers. In addition, on-line access for the District's math and reading text books can be made available through the e-reader provided on the laptop. While the focus of the grant is to improve the Reading and Math performance of these students, students will also be able the use the laptop in all content areas.

BSISD has chosen the Intel Classmate to use as its technology lending device. The Classmate's unique instructional software is designed around a student's day, with Notebooks for each class and a host of productivity and creation tools they can use to show their knowledge using rich media. For teachers, the tablet comes packed with exclusive, easy-to-use instructional tools that help them

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plan digital lessons, prepare quizzes, share multimedia resources and quickly check students' understanding in class. One of the bundled programs, the SMART Collaborative Suite, can be deployed by teachers to create digital centers in the classroom. Using SMART Collaborative Suite Software, teachers can differentiate instruction using the technology as a teaching tool to engage students in higher-level thinking and collaboration. Teachers can digitally "see" every student's response on the teacher screen and project student work to facilitate deeper analysis by the classroom with the teacher acting as facilitator. Students will be able to write on a full keyboard using the Classmate in the laptop mode but because it is also a convertible laptop, (a laptop with a full keyboard that converts to a tablet by rotating the screen and placing it down over the keyboard), students can also use it as a tablet with full touch-screen capability to take advantage of the host of free apps available.

The technology roll-out will provide 84 convertible and the laptops will be placed in mobile charging carts in each teacher's classroom. Teachers and students will use the laptops in class to create digital centers, using many of the same concepts as traditional centers. The digital influence will give teachers the ability to create groups within the classroom and the classroom layout will no longer be in traditional rows of students but will take into account a more informal grouping based on the activity that the student's center will be assigned for the day. Digital centers promote collaboration, moving the teacher into more of a facilitator and also promotes critical thinking as students are encouraged to think and reflect on their thinking by writing. Implementing digital centers in our elementary grades is an easy transition for our teachers as all of them have used the traditional center approach.

The Classmate has a Windows 8.1 interface and Microsoft Office providing students with productivity software tools and access to District licensed web-based electronic content including Renaissance Learning Accelerated Reader and Math and Project Share for additional work at home. Students can also conduct research, complete electronic homework assignments and additional reading assignments using the e-reader bundled with the Classmate.

Some BSISD high school teachers have been trained on Renaissance Learning. The new high school teachers and the elementary teachers will receive the same professional development in early August. Beginning in May, all math faculty (K-12) will participate in a two-day session as we roll out training for the new math TEKS. This professional development will be customized for our teachers and will focus on improving student outcomes in math. All faculty members and students in grade 3-8 have Project Share logins.

BSISD will expand our existing partnership with the Alabama Coushatta Tribal Education Department. The executive director has committed to let all of our fourth and fifth grade students bring in the BSISD loaner laptops and allow the students to connect to the Internet to access Renaissance Learning, Project Share, teacher-created activities or conduct research while working in the after school tutorial program. Students will also be provided with tutorial assistance through this partnership.

The students participating in the Technology Lending Program that do not have Internet access at home and do not wish to take advantage of the after school tutorial program offered by the Tribal Education Department will be provided with a Verizon mobile Wi-Fi hotspot device that can be checked out from the District. Verizon's coverage will provide the best access for our rural population.

The ultimate goal of BISD is to "provide a hunger for learning in which new knowledge and skills necessary for successful adaptation to a changing world are continuously acquired throughout life (1)". The Technology Lending Program Grant will provide BSISD with innovative tools through technology to engage our students and create 21st Century Learners.

[1] PISA (Programme for International Student Assessment)

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 187901				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$19,668.18	$	$19,668.18
Schedule #9	Supplies and Materials (6300)	6300	$58,716	$	$58,716
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$	$	$
Administrative Cost Calculation					
Enter the total grant amount requested:				$70,668.18	
Percentage limit on administrative costs established for the program (15%):				× .15	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:				$	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 187901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	14 Verizon unlimited access (17 months *39.99)	☐	9517.62
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$9517.62

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Safeware Insurance	☐ Yes, this is a subgrant

Describe topic/purpose/service: Theft, accidental damage, vandalism, etc. Insurance to cover 84 Classmates

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$10,150.86
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$10,150.86

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 187901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

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Schedule #8—Professional and Contracted Services (6200)		
County-District Number or Vendor ID: 187901	Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)		

6

Specify topic/purpose/service:	☐ Yes, this is a subgrant	
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

7

Specify topic/purpose/service:	☐ Yes, this is a subgrant	
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

8

Specify topic/purpose/service:	☐ Yes, this is a subgrant	
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$
a. **Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$
b. **Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$
c. **Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$
d. **Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$
(Sum of lines a, b, c, and d) Grand total	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 187901				Amendment number (for amendments only):		
Expense Item Description						

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted	
	☐ Print shop fees		☐ Technology-related supplies		$	
	☐ Postage		☐ Other:			
	☐ Copy paper		☐ Other:			

	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	Intel Classmates Touch 10.1	To provide students with dedicated access to technology device and internet access	84	$699.00	$58,716
	2				$	
	3				$	
	4				$	
	5				$	
6399	Technology software—Not capitalized					$
6399	Supplies and materials associated with advisory council or committee					$
	Subtotal supplies and materials requiring specific approval:					$
	Remaining 6300—Supplies and materials that do not require specific approval:					$
	Grand total:					$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 187901	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$
6429	Actual losses that could have been covered by permissible insurance	$
6490	Indemnification compensation for loss or damage	$
6490	Advisory council/committee travel or other expenses	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID: 187901			Amendment number (for amendments only):	
**15XX is only for use by charter schools sponsored by a nonprofit organization.**				
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	
**66XX/15XX—Technology hardware, capitalized**				
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
**66XX/15XX—Technology software, capitalized**				
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
**66XX/15XX—Equipment, furniture, or vehicles**				
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29				$	
			Grand total:	$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
American Indian	20	N/A	Attendance rate	96.3%
Hispanic	6	N/A	Annual dropout rate (Gr 9-12)	0%
White	45	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	31	43%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	0	%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public						38	34								72
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Sandy ISD uses a comprehensive needs assessment process consisting of STAAR/EOC data, teacher/parent surveys, interviews, site based decision making recommendations and Texas Star Chart to address the areas of need. Big Sandy also conducts a Title I and Technology Survey yearly. We ask that each household complete one survey per household and indicate how many children are enrolled in the district along with grade level(s) for each child.

Each component of the needs assessment is weighted based on district policy. The administrative team gathers the data and several people, such as classroom teachers, technology leaders, and principals review the data. BSISD looks at student performance data as a whole set, then that data is disaggregated into subsets by grade-level and demographics.

Based upon the disaggregated data, we determine the specific needs for students and teachers taking into consideration parent and community feedback as well. The educational goals, objectives, activities, and performance targets are all based on this process.

The initial target for technology based on our needs assessment was the high school. Our high school students' four year longitudinal graduation rate is 96.8% and is above State average. However, due to our isolated location of the District and lack of technology, only 23.6% of our high school students were enrolled in dual credit courses which is below State average. The high school students were also 2% points behind State levels in College-Ready English. Given the low socio-economics of our student population (52% economically disadvantaged), BSISD determined that providing access to additional English Language Arts content and providing dual credit courses for our high school students was the highest priority. In August, 2013, we provided laptops to loan at the high school campus. Previous to this laptop initiative, our high school students were using technology in labs and in classrooms that have a small quantity of desktop computers. Students used the technology during this school year for access to our electronic content through Renaissance Math and Reading, Project Share and Study Island. Students were also able to take dual credit courses through Angelia College.

Grade level growth results indicated in 2013 TAKS results for English Language Arts had a 97% passing rate which was above the state average of 95%. (100% of White population and 95% Native Americans) BSISD believes that the additional English Language Arts content provided through dual credit courses and immersion of technology used help strengthen our English Language Art scores. The passing rate for English Language Arts increased 2 points in the passing rate from the 2012 TAKS results, while the state average only increased 1 point

The 2012-2013 STAAR data for our fourth and fifth grade population demonstrates that our next priority is to expand technology lending to these elementary students to promote more rigorous instruction at school and reinforce this with on-line learning at home. BSISD's Reading and Writing deficits begin in these grade levels with 60% of our fourth grade students and 66% of our fifth grade students performing at State levels. Our largest sub-pop, American Indians trail our other students by an average of 20 points in these grades. Math performance for fourth and fifth grade students also reveals that they are performing under State averages by approximately 10 points with our sub-pop trailing the District performance. This immersion strategy will assist BSISD in meeting the goal of elevating scores for all fourth and fifth grade students and narrowing the +20 point gap in our largest sub-pop, American Indians. BSISD will expand the use of a 1:1 program to these students, Data has shown that this has been successful with our student population at the high school. BSISD and will provide loaner laptops to each student in a 1:1 program during the school day. Students will also be given the opportunity to check out loaner laptops for use at home and/or use at the Alabama Coushatta Tribe Education Department's after school tutorial program where free internet will be provided. Mobile hotspot devices will be loaned to students needing internet access at home.

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Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student's reading and math scores in grades four and five to enable BSISD students to perform at or above State performance.	The Technology Lending Grant will enable BSISD to deploy digital centers using the Intel Classmates and SMART software to differentiate instruction, move teachers to a facilitator role, introduce digital collaboration and utilize Renaissance Learning Accelerated Reader and Math software and Project Share.
2.	Provide opportunities for our rural, isolated district to enhance our student's educational experience by providing access to web-based content.	The Technology Lending Grant will provide BSISD students with an Intel Classmate that can be used at home to continue the learning experience by access to Project Share, Renaissance Learning, Khan Academy and additional educational sites provided by BSISD teachers.
3.	Improve our American Indian sub-pop performance to close the 20 point gap in reading and writing.	BSISD has engaged in a partnership with the Education Department of the Alabama Coushatta Tribe. The technology lending grant enables BSISD to expand the partnership by providing students with Internet access after school hours for the BSISD loaner laptops and after school tutorials to continue and reinforce the learning experience. Digital homework, research, reading and writing will be a focus for the after school program. This tutorial program will be open to all BSISD students.
4.	Expand existing lending program that was piloted in the high school to the lower grade levels to intervene earlier in the reading and math gaps.	The Technology Lending Program grant will provide the funding necessary to expand this successful program to provide earlier intervention that yields better results and feeds more accomplished readers and mathematicians into the higher grade levels in the District.
5.	To promote in all students a strong sense of academic achievement, positive self-image, and a desire to become responsible, productive citizens in our ever-changing society.	This is our BSISD district goal and can only be realized if BSISD has the financial resources through the Technology Lending Grant to provide our "digital natives" with opportunities to reach outside the four walls of our rural district to become 21st Century learners. This is accomplished by providing access to the best educational resources already available through Project Share, SMART Exchange, Renaissance Learning and many other web-based sites.

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Schedule #14—Management Plan	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Director	Susan Crawford has 22 years of experience in Big Sandy ISD as an educator and technology director. She is a CATE certified teacher. She actively teaches along with being the Network Administrator. Susan will implement and manage the Technology Lending Grant.
2.	Principal	Kevin Ivy has 14 years in education and one year as High School Principal. He will assist with data collections and reports. Kevin will ensure the faculty has the appropriate professional development in place for successful implementation of the Technology Lending Grant. He will also assist in communications channel between all grant parties at the district.
3.	Assistant Principal	Kevin Hendrix has 16 years in education. He will oversee the grant project at the campus level making sure the students involved are utilizing the laptops in school and sufficient numbers of students are taking advantage of the loaner program for at home use. He will also assist in communications channel between all grant parties at the district.
4.	Teacher	Cathy Duff is a 4th grade Math Teacher with 16 year of experience. She will administer the grant check in/out program. She will use Big Sandy ISD automated library system to keep track of the devices that are being carried home with the students and immediately report any lost or missing laptops to the Technology Director.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	All students in grades 4 and 5 will have 1:1 technology access in the 2014-2015 school year.	1.	Purchase 90 Intel Classmates and students actively using them	10/15/2014	06/06/2016
		2.	Purchase 14 Verizon Wireless Hot Spots with unlimited Internet access and students actively using them	10/15/2014	06/06/2016
		3.	Purchase automated library software necessary to track checking in and checking out of devices.	05/15/2014	10/15/2014
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Improve the # of students meeting standard for Math and ELA passing rate as measured by daily work, two benchmarks, STAR Math and Reading Growth Reports, STAAR/EOC	1.	Administer fall and spring benchmark test	08/25/2014	06/04/2016
		2.	Administer fall and spring STAR math and Reading	08/25/2014	06/04/2016
		3.	Monitor Daily work	08/25/2014	06/04/2016
		4.	Administer STAAR/EOC Tests	08/25/2014	06/04/2016
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Train students and teachers on the loan and use of Intel Classmates and Verizon Hotspots on a continual	1.	Provide ongoing training sessions for students and teachers concerning the lending agreement and use of Classmate laptops and Verizon Hotspots	08/25/2014	06/04/2016
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Sandy ISD has designated an administrator, Kevin Hendrix to monitor the grant program. Student, parent and teacher surveys will be used to provide feedback regarding the project. The data of the surveys will be collected and analyzed by the Technology Committee. Changes that are deemed necessary based on the feedback will be made throughout the program to ensure equal access for the students and that the grant is successful. Kevin Ivy, High School Principal will be designated to work with our superintendent to assure that our faculty involved in the grant have the professional development related to Renaissance Math and Reading software and will also provide additional professional development for the new Math TEKS customized for our faculty. BSISD will also provide additional professional development on differentiating instruction. The communication between the teachers, principal, technology coordinator and superintendent will be constant. We are a very small school district, so we have both informal and formal meetings on a regular basis. Susan Crawford will ensure that all grant report data are collected and reported as set forth in the grant.

BSISD will use data from the automated library system to keep track of the number of devices checked out by grade level, ratio of devices to students needing the device and how long the devices were used. The technology committee will calculate from the data obtained the number of economically disadvantages students that participated, how many received internet provided to the home, etc..

The loaner laptop initiative will be monitored from an instructional lens by using classroom observation, benchmark data and growth data provided in Renaissance Learning. Student and faculty attitudes and engagement will also be tracked through informal meetings, student attendance and discipline referrals. Corrections will be made at the campus level by the principal and assistant principal.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BSISD high school students were the initial pilot group for the lending program early in the 2013 -14 school year and were provided with laptops to use during the year. We will maximize the effectiveness of the Technology Lending Grant funds by utilizing many of the same strategies for technology rollout and the electronic content that was successful in the high school pilot.

BSISD will also incorporate the high school faculty into the professional development sessions that the District is providing for the elementary staff. By providing all teachers with additional training on Renaissance Learning, new Math TEKs training and other instructional professional development, will aid in the continued success of the pilot program and maximize our return on the elementary Technology Lending Grant program.

Since our district is small, we will make sure the project participants remain committed to the project's success through an informal monitoring process by meeting with faculty on a regular basis to discuss lessons learned and decide on corrective action. The principal will also be monitoring classroom activities to check for student and faculty engagement and make adjustments as needed to ensure project success.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Number of students checking devices out to take home	1.	Record of devices being checked out and taken home
		2.	Number of at-risk students obtaining devices
		3.	Number of student waiting for devices
2.	Number of student checking out Wi-Fi for Internet connections at home	1.	Record of internet devices being checked out and taken home
		2.	Parent and student survey information
		3.	Number of at-risk students checking out devices
3.	Student, teacher, parent surveys	1.	Teachers reporting they are satisfied with digital curriculum
		2.	Students report they are highly engaged with technology
		3.	Parents report that students access school materials at home
4.	Improved EOC/STAAR scores	1.	Significant improvement in child EOC/STAAR scores
		2.	Improve in report card grades
		3.	Increase in benchmark scores
5.	Number of courses/projects students are using devices to participate in	1.	Increased number courses/projects students are participate in
		2.	Parent Student survey
		3.	Number of assignments completed and turned in

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will collect benchmark data, growth reports in Renaissance, STAAR/EOC results, report card data and data from student checkout program via automated library software. Student, teachers and parent surveys will be used to provide feedback regarding the success of the project. The number of students participating and the overall use of the devices will be monitored and assessed.

The administrator in charge of grant will continually monitor the collection and analyses of data. The Superintendent, Principal, Teachers and Technology Coordinator and Technology Committee will communicate in both formal and informal evaluations of the grant throughout the grant cycle. After collaboration of the grant administrator, teacher, superintendent, technology director, and technology committee, the grant administrator will communicate any adjustments in the projects to the teacher. Because Big Sandy ISD is small, we can make adjustments that are found to be needed quickly and effectively.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BSISD has experienced initial success with the lending program pilot at the high school and we will use the Technology Lending Program Grant to fund expansion to our elementary students by adding 84 Intel Classmates, 14 Verizon Wi Fi hotspots with unlimited data and provide laptop insurance to cover the Intel Classmates.

These Classmates will be used in grades four and five classrooms where faculty will implement digital centers during the class day and use Renaissance Learning as a center activity. This program will provide a 1 to 1 initiative for all fourth and fifth grade students at school and give each student the ability to check out a laptop for continued access to BSISD electronic Reading and Math programs, Accelerated Reader and Math and through digital assignments and Project Share content at home.   We will also purchase 14 Verizon Wi-Fi devices with unlimited access for those students that do not have internet access at home.

All equipment checkout will be administered through our automated library software. Each classroom teacher will have access to the library software and he/she will use the automated library software to check items in/out like a library book. Students may reserve a Classmate or Verizon internet device. The automated library system will keep track of student's reservations. The teacher will be able to see how many devices are checked out, to whom, how many items are reserved. Students are responsible for devices that are checked out as set forth in the Technology Handbook and the Technology Lending Agreement. There will be enough Classmate devices for each student to have a device.

BSISD will expand our existing partnership with the Alabama Coushatta Tribal Education Department. The executive director has committed to let all of our students bring in the BSISD loaner laptops and allow the students to connect to the Internet to access Renaissance Learning, Project Share, teacher-created activities or conduct research while working in the after school tutorial program. Students will also be provided with tutorial assistance through this partnership

We will also have 14 Verizon hotspots available for students to access the internet. According the recent parent student technology survey, 26% of the homes do not have internet access. Students living on or near the Alabama Coushatta Indian Tribe can go to the Education Department after school tutorials and get free internet access using the BSISD loaner laptop. This is open to all students not just the native American students.

Professional development provided by the District beginning in May will focus on increasing rigor in math and reading instruction and instructional technology initiatives like digital centers, and other technology activities that teachers can utilize to promote 21st Century Learning in the classroom. Faculty will also receive continued training through our technology department on high-quality, free apps like Khan Academy on-line videos that can be used to promote better reading and math results in elementary school.

We will continue to engage our parents and community in the goal of creating lifelong learners through our survey program already in place and through parent/teacher conferences where instructional technology will be emphasized.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 187901	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Sandy Independent School District will promote in all students a strong sense of academic achievement, positive self-image, and a desire to become responsible, productive citizen in our ever-changing society. In order to achieve this, our school will provide curriculum that exceeds the state's requirements and is directed to quality instruction for all students at all levels.

We believe the technology lending grant will enable Big Sandy ISD to achieve its mission and goals for our students. By integrating technology and providing up to date curriculum that is available beyond the school day.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 187901	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment for the grant equipment student allocation are based on scores from a rubric evaluation system. The rubric score needs are based on: STAAR results, Economically Disadvantaged, Parent/Student Survey of Needs Assessment.

The current needs assessment survey indicates that approximately 74% of the student households have some type of internet (either dsl, cable or hotspot-including cell phone). The grant will fund 14 unlimited data WiFi hot spots for the students to check out.

We will use the Technology Lending Program to fund 84 Intel Classmates, 14 Verizon Wi Fi hotspots with unlimited data and provide insurance to cover the Intel Classmates. Our STAAR results demonstrate that these Classmates should be used in grades three, four and five to improve Reading and Writing scores for this student population. This will provide a 1 to 1 initiative for all fourth and fifth grade students and every student will be able to check out a laptop to take home for use with digital homework, access to free reading apps and to create electronic journals for writing activities.

The Alabama-Coushatta Indian Tribe has a tutorial program that offers students assistance after hours. The Education Department was established to serve the educational needs of the enrolled members of the Alabama-Coushatta Tribe of Texas. Through the Johnson O'Malley Program, elementary and high school students from the Tribe receive tutoring, school supplies, incentive rewards, and any other assistance they may need to help them compete on an equal footing with their peers outside of the Reservation. Students would also able to take the loaner Classmate to tutorials to get additional help and access the internet for BSISD electronic content including Renaissance Learning and Project Share.

All equipment checkout will be checked out through our library software. Each classroom teacher will have access to the library software and he/she will use the automated library software to check items in/out like a library book.

We will use the Technology Lending Program to fund 90 Intel Classmates, 14 Verizon Wi Fi hotspots with unlimited data and provide insurance to cover the Intel Classmates for our third, fourth and fifth grade students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program will align with BSISD's fourth and fifth grade math curriculum by allowing students to watch videos that feature expert instructors that provide students and parents with self-paced homework help. The lending program will also allow students to access electronic textbooks that include pages with audio reinforcement of each lesson and point of use links for Animated Math Models and Destination Math (Animated Math Models and Destination Math will be an electronic part of the new math curriculum BSISD has adopted for the 2014-2015 school year). Animated Math Models include Carmen Sandiego that introduce lesson activities with audio and animation. These concepts are also modeled and reinforced with feedback. iTools, an online math manipulative program, will also be available to the students that participate in the lending program. Participating students will also be able to access Khan Academy for additional math activities.

The lending program will align with BSISD's fourth and fifth grade reading curriculum by allowing students to view an interactive student book that includes word-by-word reading, summaries in other languages and media and literacy research. With the implementation of the lending program the students will also have access to animated reading activities to strengthen comprehension. Finally, the lending program would enable participating students to view themed videos that build background and concept vocabulary.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 187901	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BSISD will use electronic materials that research has shown to be effective in other districts as well as our own. Renaissance Reading and Math have been successful with our high school students who first piloted the technology lending in our District earlier this year. Our expansion of the electronic instructional materials to our fourth and fifth grade students should yield the same positive instructional outcomes we have experienced in high school.

The District will utilize Accelerated Math Software for the fourth and fifth grade students. Accelerated Math helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions. Teachers use their existing curriculum plus examples, sample problems, instructional videos, and math glossary terms from the software. Students receive assignments online tailored to the next objective they are ready to work. Teachers are provided with student data from diagnostic assessments that assist in targeted instruction and differentiated practice. It provides instructional strategies and resources to help teachers generate assignments and monitor progress.

BSISD will also provide Renaissance Reading-Accelerated Reader software to the fourth and fifth grade students. The Accelerated Reader software makes the practice component more effective. Using Accelerated Reader, this practice time is personalized to each student's individual level to ensure a high rate of success and is immediately followed by feedback to help our faculty to target the instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress and intervening with appropriate instruction when necessary. Students read, take an on-line quiz and are given immediate feedback on their progress.

The fourth and fifth grade math curriculum is up for adoption this year. Big Sandy ISD is adopting the Houghton Mifflin, Go Math textbook. The Go Math curriculum has several technology components. Think Central is an on-line resource to assist teachers with planning. Access to all digital resources available with Go Math is organized by grade level. SMART resources that students and teachers can use with the Intel Classmate laptops through SMART Collaborative Suite are also available with the curriculum.

SRA TechKnowledge, developed by Mc-Graw Hill, is a K-6 interactive software program that teaches technology skills to students. Each step in a lesson has the instructions written as well as spoken which reinforces reading skills with our fourth and fifth grade students. The lessons meet curriculum instructional technology standards, including the isteNet standards. TechKnowledge activities also integrate technology into math, science, reading, language arts, social studies, and fine arts. Because TechKnowledge is available on-line, it is another electronic content students will be able to access from home with the BSISD loaner laptop program.

STAR Read- and STAR Math-STAR assessments include skills-based test items and reports for screening, instructional planning, progress monitoring, and standards benchmarking. Our faculty will have immediate access to skill-specific, actionable data to target instruction and practice and use for RTI. STAR reading and math assessments will also provide the data to demonstrate effectiveness of the Technology Lending Grant with our fourth and fifth grade students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

August 20, 2013 - Region 6 hosted an onsite training for Instructional Technology On-site Free Tools this was a 6 hour training by Melissa McClatchy

May 26-27 - Training with Texas Coalition of Essential Schools will take place. The Coalition will walk math classrooms at both campuses and meet with the BSISD administrators to provide feedback on the faculty observation. Based on the feedback, customized training will be offered to address the new Math TEKS roll-out with the faculty. Teachers will model math journals, use and apply multiple strategies to calculate, implement number sense routines that will help build fact fluency and much more.

On-going - Go Math Training Webinar will provide our fourth and fifth grade teachers with additional training on implementing the new Go Math textbook adoption. These Webinars are available throughout the summer for our faculty.

May 2014 and ending July 2015 – Fourth and fifth grade Math teacher and the sixth-eighth grade Math teachers will be scheduled for Region 6 Training in the math lesson writing cohort.

May 29, 2014 - Region 6 Training on Web 2.0 Tools for student engagement

May 30, 2014 - Region 6 Training on Google Chrome/Drive

August, 2014 – Renaissance Reading and Math for fourth and fifth grade faculty.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BSISD enjoys the benefits of a fiber backbone WAN and 10/100/1000 mbs switched LAN. We are members of the COMNet consortium. COMNet is a consortium of most of the school districts in Region VI Educational Service Center. We currently have 20 gigabit connection. In 2013-2014 We are expanding our bandwidth to a 50 gigabit connection.

We currently have a wireless-N wireless network that was installed in the summer 2013. There are access points in every classroom, hallway, auditorium and gyms that provide complete saturation and coverage of all buildings. Big Sandy ISD has been piloting a Bring Your Own Technology initiative since August, 2013. We also are in the process of purchasing 80 Chrome books for the Jr High building and High school building. We have joined Google Apps for Education and will provide a Gmail account for email and online document storage.

The wireless infrastructure has been tested through the BYOD pilot and found to be more than adequate to support the additional technology purchases envisioned by the District.

Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According the recent parent, student needs assessment survey, Big Sandy ISD has 26% of our families are without internet home access. In order to help close the gap of internet access, Big Sandy ISD plans to acquire 14 Verizon WIFI hotspots with unlimited internet access. Big Sandy will work with the system engineers of Verizon to create a virtual private network that will send all internet access through Big Sandy ISD's content filter. All internet supplied to the student's home through a check out device will be content filtered.

Our partnership with the Alabama Coushatta Education Department will enable many of our students to access free Internet for the Intel Classmates along with after school tutorial assistance. However, if the student cannot attend the after-school tutorials or wishes to use the internet at home, a Verizon Wi-Fi device will be provided. The fourth and fifth grade classes will attend a hands-on training on how to use the Wi-Fi device with the Classmate.

Each student will have to master digital citizenship and cyberbullying curriculum from Common Sense Media. Big Sandy ISD has an elementary computer lab. The lab teacher makes sure that each and every student has learned about digital citizenship, and cyberbullying. The student completes lessons individually to cover the TEKS for Computer Applications on a grade appropriate level. She has the student's complete lessons and group discussions for Cyberbullying. Cyberbullying curriculum is sponsored by Common Sense Media. They also have assessments for each age group. The class or individual student also earn a certificate of completion with a percentage grade for age-appropriate assessment.

Students must also have a current signed AUP and Technology Lending Agreement form on file. Once the student has met the criteria, they will then tell their teacher that they would like to check out a wireless device. The teacher will use the automated library system to check out the device to the student. Students will be able to reserve a device if all the devices are checked out and they need one. If there becomes a waiting list for devices then the district will use the criteria set forth in the needs assessment to determine priority lending.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Sandy ISD currently employs one technology director that currently maintains and repairs computers one site as needed. She has been the system administrator for Big Sandy ISD network since its inception. Since Big Sandy ISD has three buildings all on one campus, she is easily assessable. She communicates daily with each building through email, campus walk-through, text and phone calls.

Big Sandy also employs a certified technician from 4 Front Technologies in Nacogdoches TX one day a week. He assists the technology director and student technical team. He is responsible for maintaining the firewall. He assist all staff and students with whatever technical needs that arise.

Big Sandy ISD has for the past several years, used a student technical team. In the present year we have four students that assist the technology director with hardware and software applications. They help with installation of software such as installing drivers, printers, antivirus, and programs. They also help with network cabling and patching cables into switches. The help clean machines physically-removing dust and dirt by blowing out the equipment as needed, installing RAM, reseating memory, and basic hardware maintenance. They maintain projector filters by cleaning and replacing filters. They move equipment when needed. They also help perform data cleanup such as removing profiles and data sanitization before older cpu, laptops are recycled.

Big Sandy ISD has also created a repair request form as a part of the Technology lending grant documents. The repair form will be available on the district web site as well as in the classroom. This document allows the student to report and problems and/or concerns about their device and give a brief description of the problem. This will also help the technology department track what devices have problems along with types of problems and amount of time between when problem was reported and problem was taken care of.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 187901	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All equipment checkout will be checked out through our automated library software. Each classroom teacher will have access to the library software and he/she will use the automated library software to check items in/out like a library book. Students may reserve a Classmate or Verizon internet device. The automated library system will keep track of student's reservations. There will be enough Classmate devices for each student to have a device.

In the instance of competing needs the needs assessment for the grant equipment will be based on scores from a rubric evaluation system. The rubric scores needs based on: STAAR results, Economically Disadvantaged, Parent/Student Survey of Needs Assessment. Needs Assessment Rubric will only be used in the event of more students are needing the Wi-Fi Internet than the number of devices available.

Big Sandy ISD has created a repair request form as a part of the Technology lending grant documents. The repair form will be available on the district web site as well as in the classroom. This document allows the student to report and problems and/or concerns about their device and give a brief description of the problem. The technology director, student technical team or a contracted technician that works for our school district one day a week will take care of as many issues as possible, as quickly as possible. There will also be periodic scheduled maintenance to prevent problems for occurring.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Sandy ISD records serial numbers of all assets by placing two inventory tags to each piece of equipment. One of the inventory tags is a bar tag that is scanned by an asset tracking software. Inventory is taken once a year by an outside firm. The second tag is an identification tag for a quick visual by students and staff to know the student has the correct piece of equipment.

Big Sandy ISD plans to add a third tag to the lending grant equipment that will be a library bar code tag. The teacher in the classroom will be able to use the automated library system to check the hardware in and out on an as-needed basis. Reports from the automated library system will track how many items have been checked out, how often, by whom and even allows a student to place a reservation for a device.

Big Sandy ISD will provide no-fault insurance on the Intel Classmates for the two- year period of the grant through Safeware. It will have a $0 Deductible and covers theft, burglary/robbery, accidental damage, fire, power surge, vandalism, and natural disasters. BSISD will have sufficient laptop overage to account for the possibility of several Intel Classmates needing repair at the same time so the students will never be without a laptop to use in class or take home.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Sandy ISD updated the District's Technology Handbook to account for a Technology Lending Agreement. This policy was developed to inform the student and parent/guardian of the following:

> Terms of Big Sandy ISD Computer Use, Social Media Guidelines, Parental Responsibilities, Repair Cost Information, Student Responsibilities, Care of the Computer, Screen Care, Repair Down-time, Network Etiquette, Email, Technology Lending Agreement Parent / Student Agreement Form, Big Sandy ISD Acceptable Use Policy (AUP) The Use of Electronic Devices And The Internet

This policy was discussed by the board at the April Board meeting and action will be taken at a later school board meeting. Parents will be informed of the new technology policies through student technology handbook and documents will be posted on the BSISD website and hard copies are available upon request. Parents/guardians and students must sign the agreement form prior to BSISD providing the use of the technology to the student.

Big Sandy ISD has an elementary computer lab the teacher makes sure that each and every student learns about digital citizenship, and cyberbullying. The student completes lessons individually to cover the TEKS for Computer Applications on a grade-appropriate level. The lab teacher also has the student's complete lessons and group discussions for cyberbullying. Cyberbullying curriculum is sponsored by Common Sense Media. The curriculum has assessments for each age group where the class or individual student may earn a certificate of completion with a percentage grade by taking age-appropriate assessments. Students in grades 3-5 may also earn a digital passport from Common Sense Media. They use web-based games and videos to engage the students and modules that zero in on critical skills related to digital safety, respect, and community. Students earn badges toward a Digital Passport. Teachers are provided reports to demonstrate student success. BSISD students have accounts created so they may earn a Digital Passport. A Digital Passport must be earned by all fourth and fifth graders before they can check out an internet access device for home. Teachers will be able to access the Common Sense curriculum and reports from any computer to ensure that students have met this criteria.

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